



Continuous Education:

Intentionally Designing
Activities to Ensuring Fidelity

New Grantee Series:
Part 4
August 28, 2018



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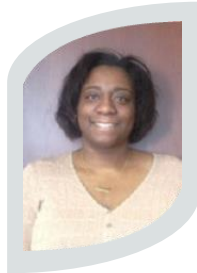


FACILITATORS



Allyson Zalewski

Lead Training Specialist



Monique McDowell

Lead Education Specialist



AGENDA: WHAT TO EXPECT

- Six live webinars
- Interactive sessions
- Virtual Series webpage





REVIEW

- Reviewed content from the Introduction to 21st CCLC and Managing Your 21st CCLC courses
- Building Your Program Team
- Engaging with Stakeholders
- Conducting a Needs Assessment



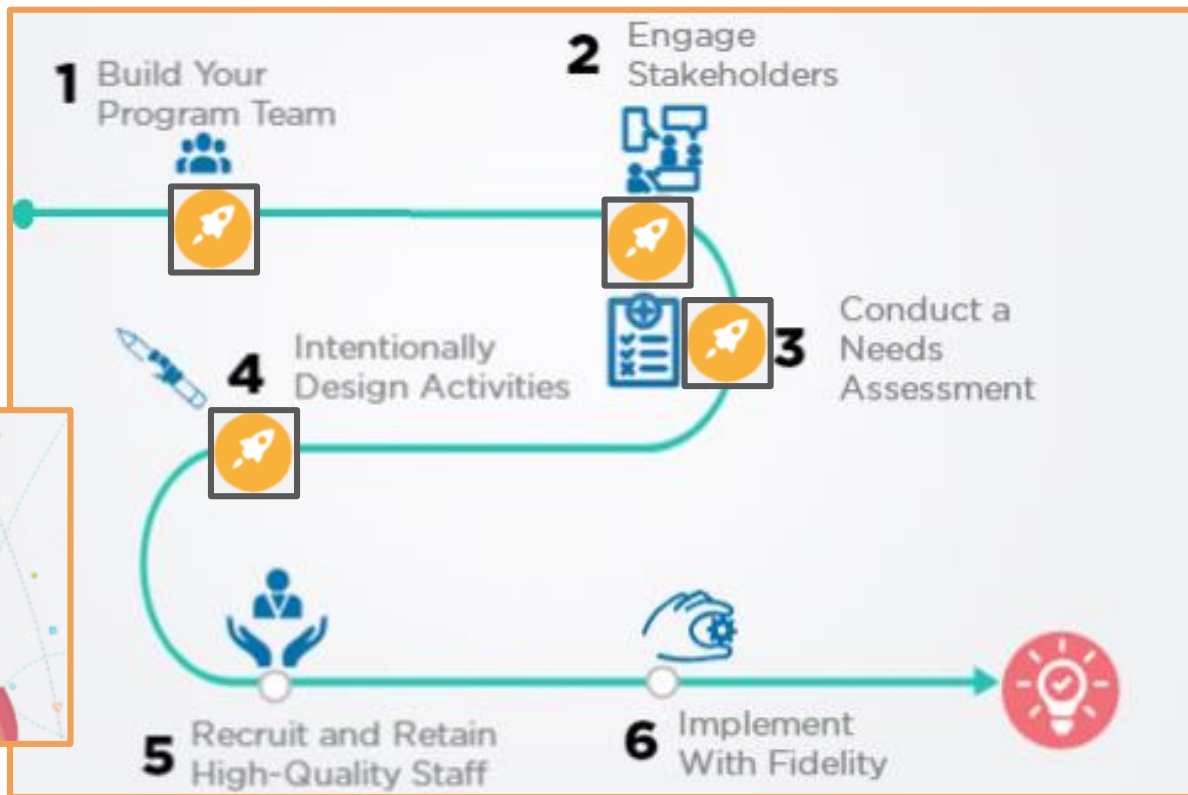
OBJECTIVES

- Explain the intentional activity design process
- Understand strategies for recruiting and retaining high-quality staff
- Determine key resources to assist in ensuring fidelity of implementation

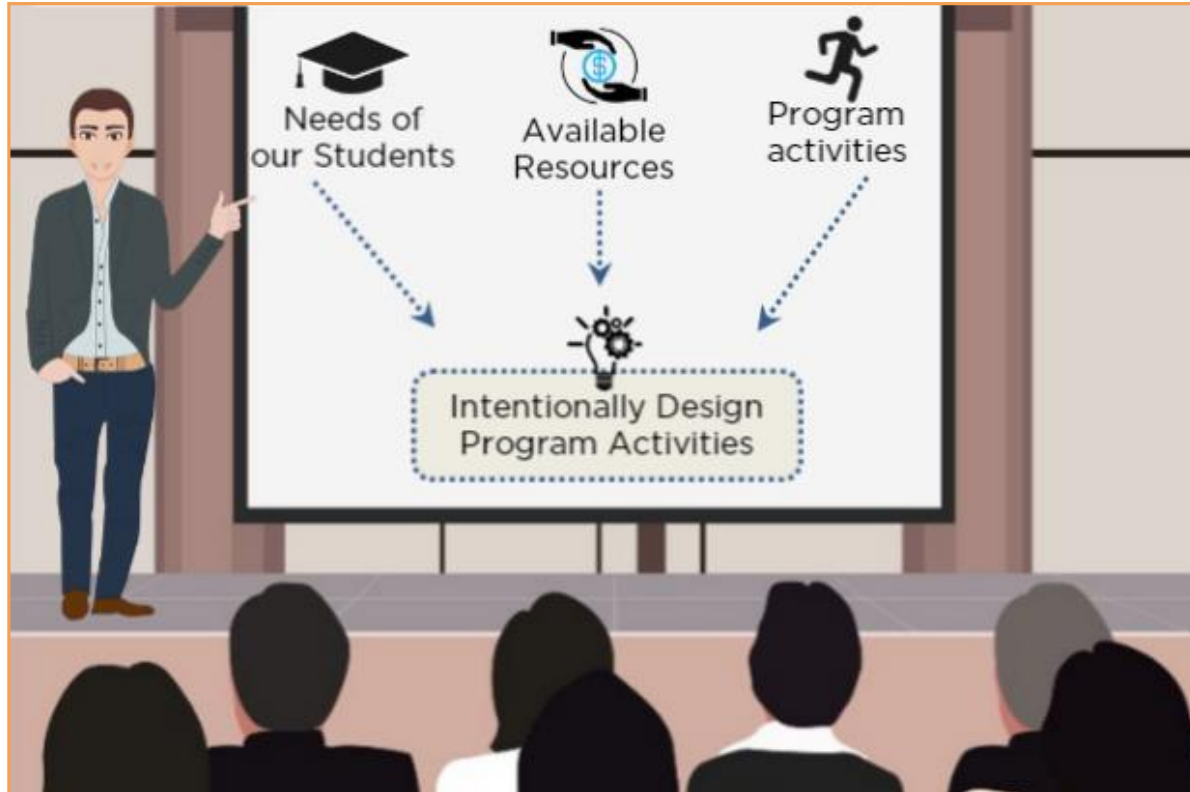




SIX KEY COMPONENTS



4. INTENTIONAL DESIGN





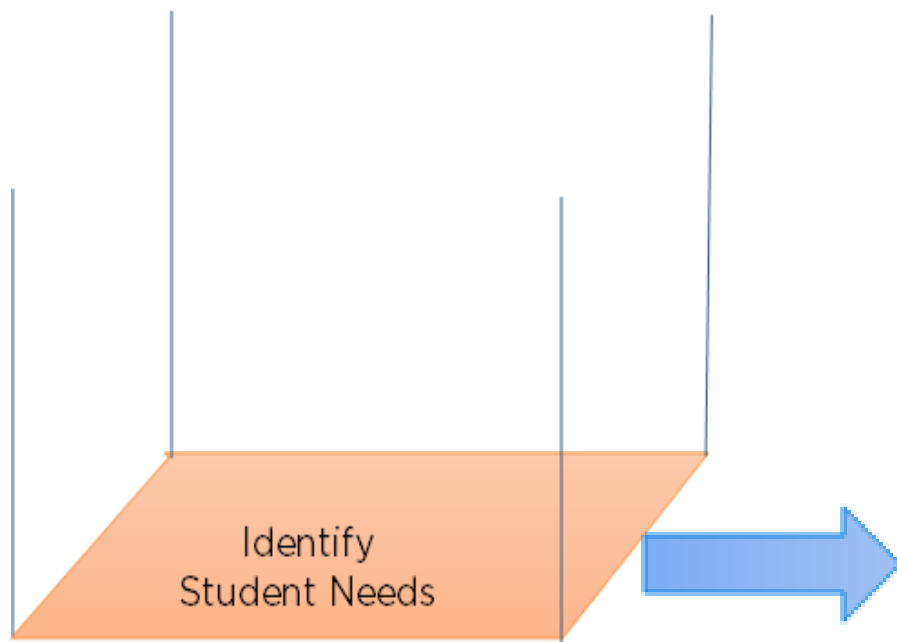
Intentional Design Practice

[This example shows how you might plan an activity based on a SMART goal. Use the table below to try it yourself.]

Need: Program SMART Goal	Want: Student Voice	Type of Activity	Activity SMART Goal	Method	Intentional Design



DESIGN INTENTIONAL ACTIVITIES



Student needs should be incorporated in the SMART goals created as part of Step 3. Review student data and information.

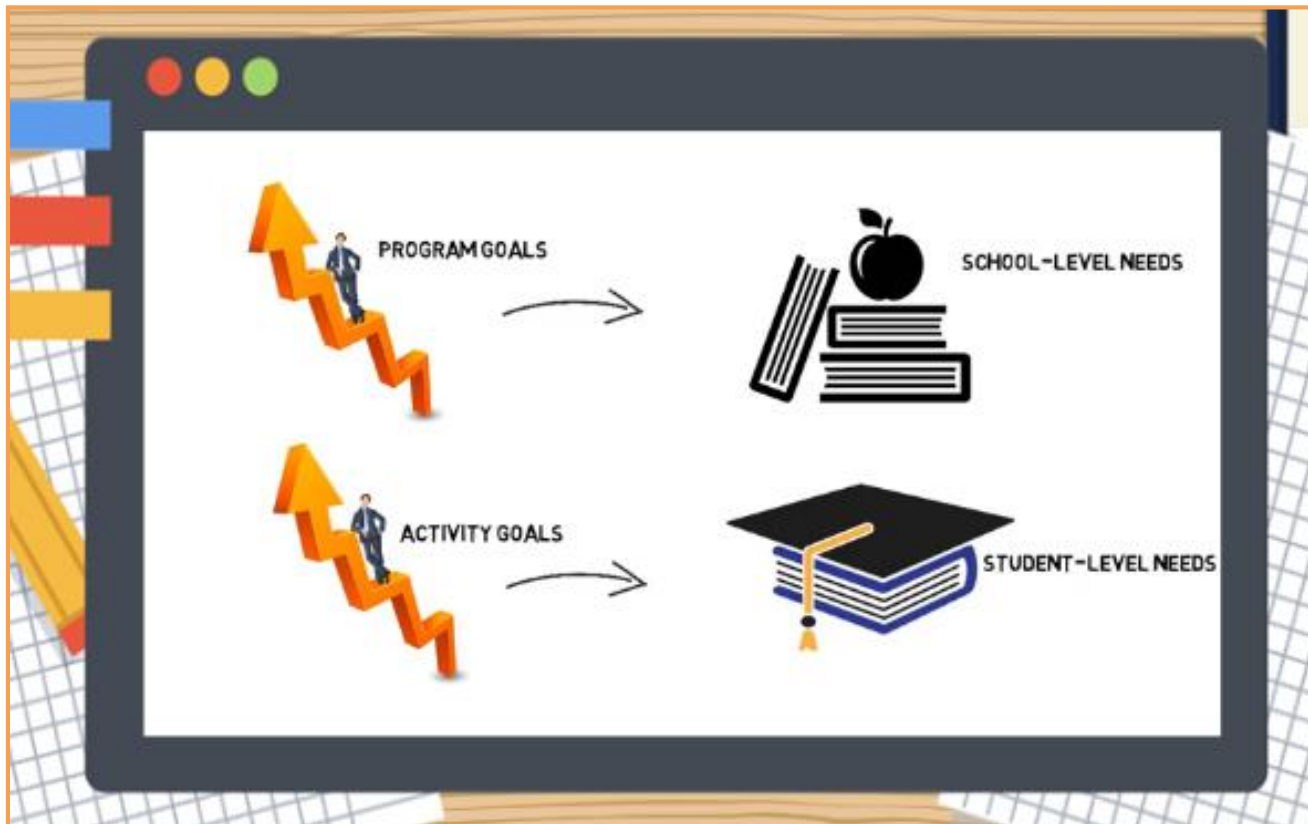


INTENTIONAL DESIGN PRACTICE

Need: Program SMART Goal	Want: Student Voice	Type of Activity	Activity SMART Goal	Method	Intentional Design
90% of regularly attending students will improve their reading skills as measured by quarterly benchmark testing (or state reading assessments) by the end of the program.					



COMPARING SMART GOALS





PUTTING IT ALL TOGETHER

School Level Data



Only 40% of students met grade level standards on State Reading Assessments.

Student Level Data



Students are not meeting standards on reading assessments and need assistance mastering event sequencing.

Student Voice



Students want activities in readers theater and journaling.

ACTIVITY SMART GOAL

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

Example:

80% of students identified as in-need and who attend regularly, will show increased proficiency in sequencing at the end of the activity as measured by pre and post assessments.

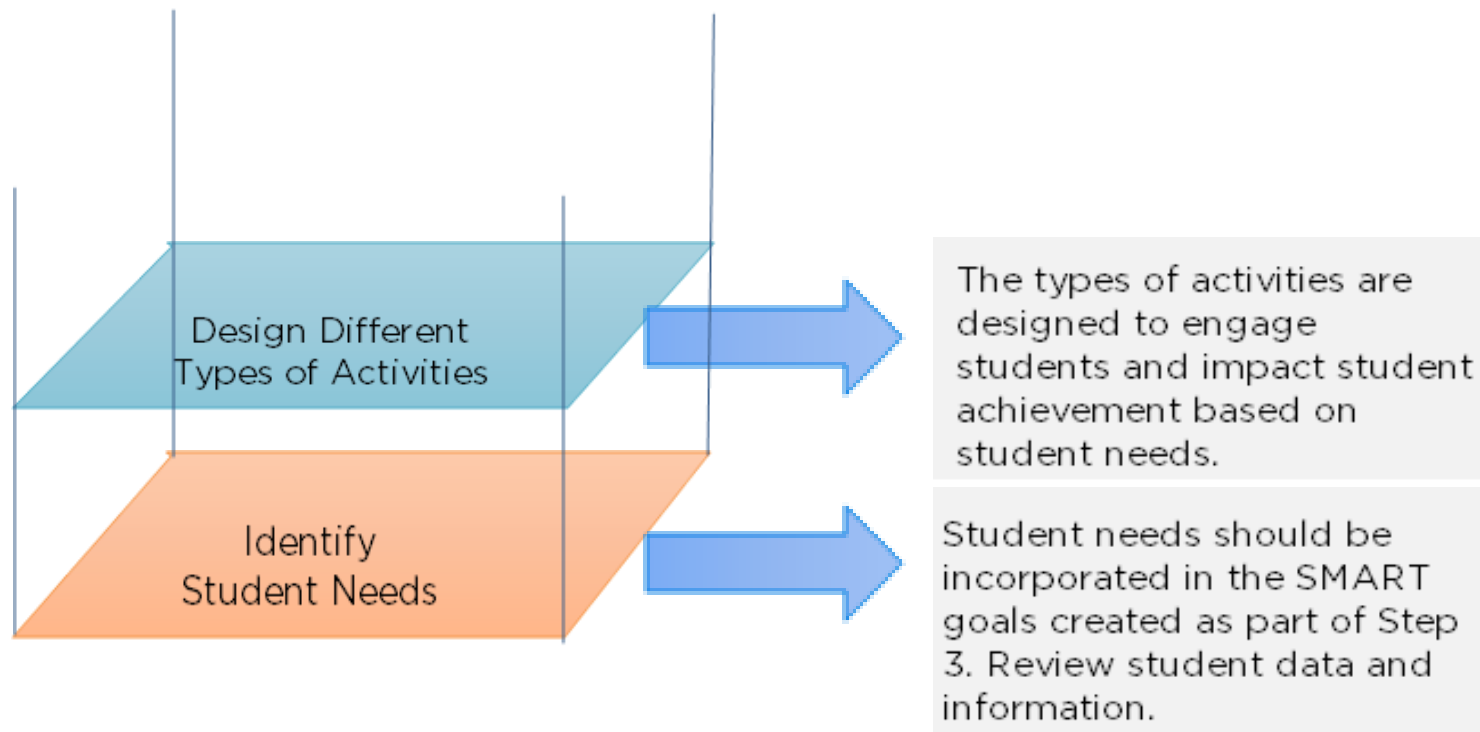


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Need: Program SMART Goal	Want: Student Voice	Type of Activity	Activity SMART Goal	Method	Intentional Design
90% of regularly attending students will improve their reading skills as measured by quarterly benchmark testing (or state reading assessments) by the end of the program.	Readers Theater Journaling		80% of students identified as in-need and who attend regularly, will show increased proficiency in SEQUENCING at the end of the activity as measured by pre and post assessments.		



DESIGN INTENTIONAL ACTIVITIES





TYPES OF ACTIVITIES

Academic
Enrichment
College and Career
Health and Nutrition
Recreation
Family Engagement





POLL

Which activity type are you excited about incorporating more into your program?

- Academic
- Enrichment
- College and Career
- Health and Nutrition
- Recreation
- Family Engagement

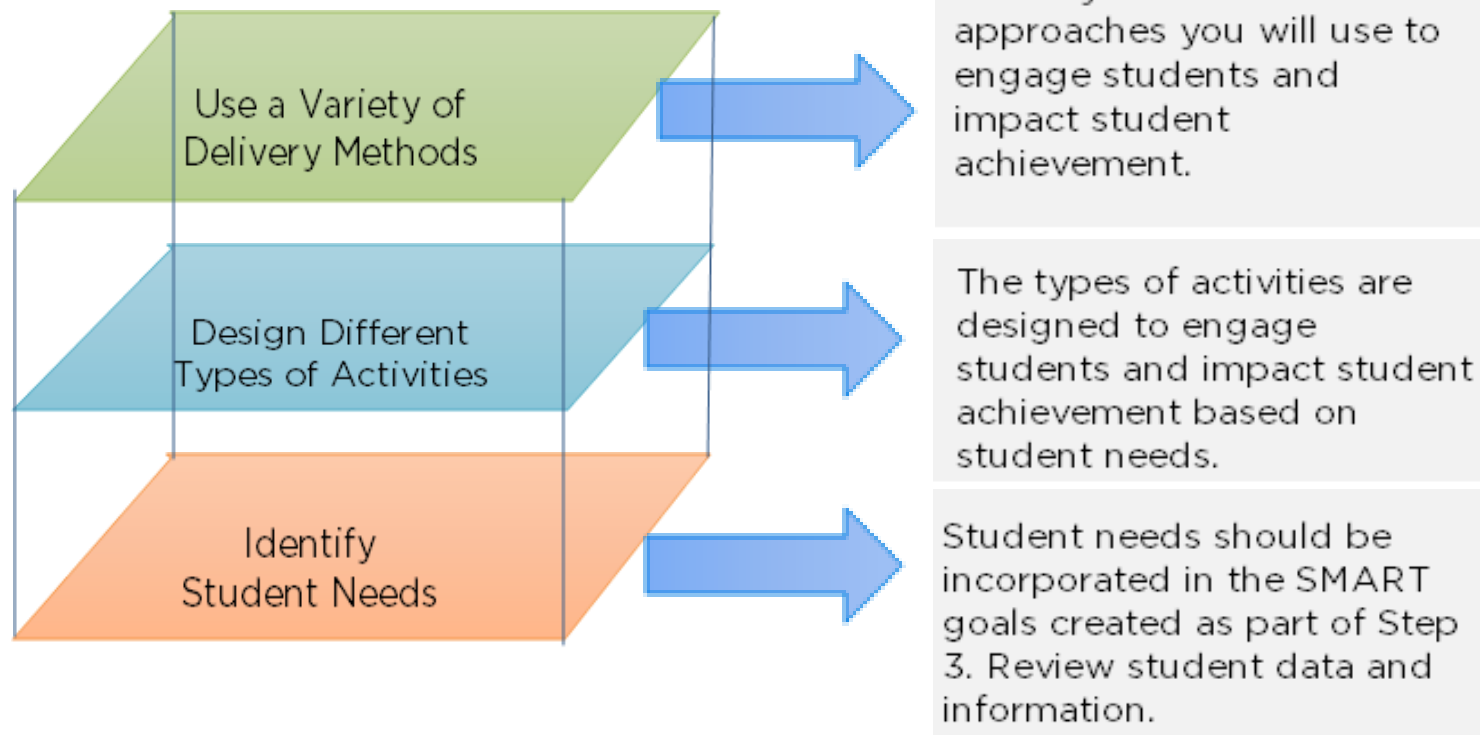


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DESIGN INTENTIONAL ACTIVITIES





DELIVERY STRATEGIES



Blended Learning

Blends internet and digital media with teacher facilitation and student-guided pacing.



Project-Based Learning

Encourages student collaboration in open-ended projects of high interest or need.



Service Learning

Focuses on experiential opportunities that link learning to service, volunteering or work.



Themed-based approaches

Centers around an overarching theme based on students' interest, as well as input from your program team.



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TOOLS

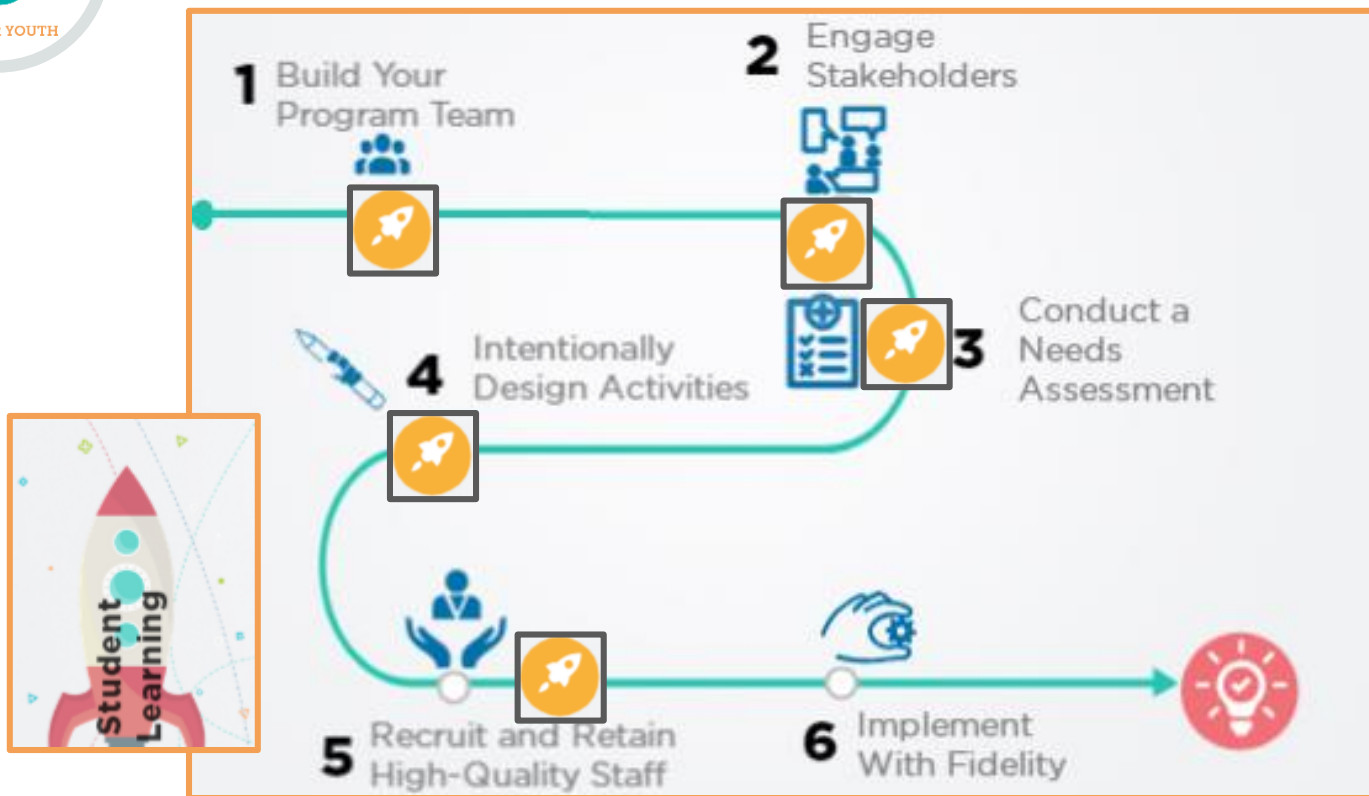
- Activity Planner
- Activity and Program SMART Goals
- Mapping Needs to Activities



School-Level Need	<ul style="list-style-type: none">• Example: Only 70 percent of third-grade students met a standard on the state ELA assessment.
Student-Level Need	<ul style="list-style-type: none">• Example: These students failed to meet the standards because they did not master the use of sequencing.
Student Voice	<ul style="list-style-type: none">• Example: Student surveys revealed that students are most interested in learning more about art and cooking.



SIX KEY COMPONENTS





5. RECRUITING AND RETAINING HIGH-QUALITY STAFF



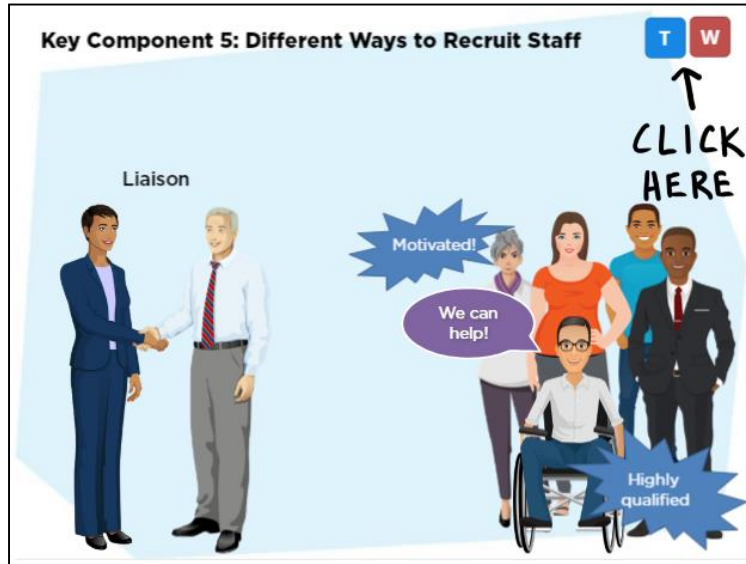
REFLECT

Who are the staff members that are
integral to your program?

Why?



HIGH QUALITY STAFF



School-day members of your program planning team:

- Know the school-day staff
- Can identify who is motivated and highly qualified
- Can serve as liaisons for recruitment

GROUP DISCUSSION



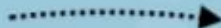
What are some strategies you utilize to **recruit and retain high quality staff** in your program? Who do you recruit?



PROFESSIONAL LEARNING

Key Component 5: Plan Professional Learning

Professional
Learning
Opportunities



Keep Staff for
the Long Term




Identify
Professional
Learning
Needs



Plan the
Delivery
Methods and
Training
Schedule



Collaborate



Assess and
Improve





POLL



You for Youth | Continuous Education Through 21st CCLC Activities

1

Professional Learning Planner

Plan
Inco
train

1. Collecting data
2. Using data to intentionally design activities
3. Serving as liaisons for recruitment
4. Communicating with teacher and schools
5. Supporting learning in homework time
6. Assessing students

Professional Development Topic	Date	Time



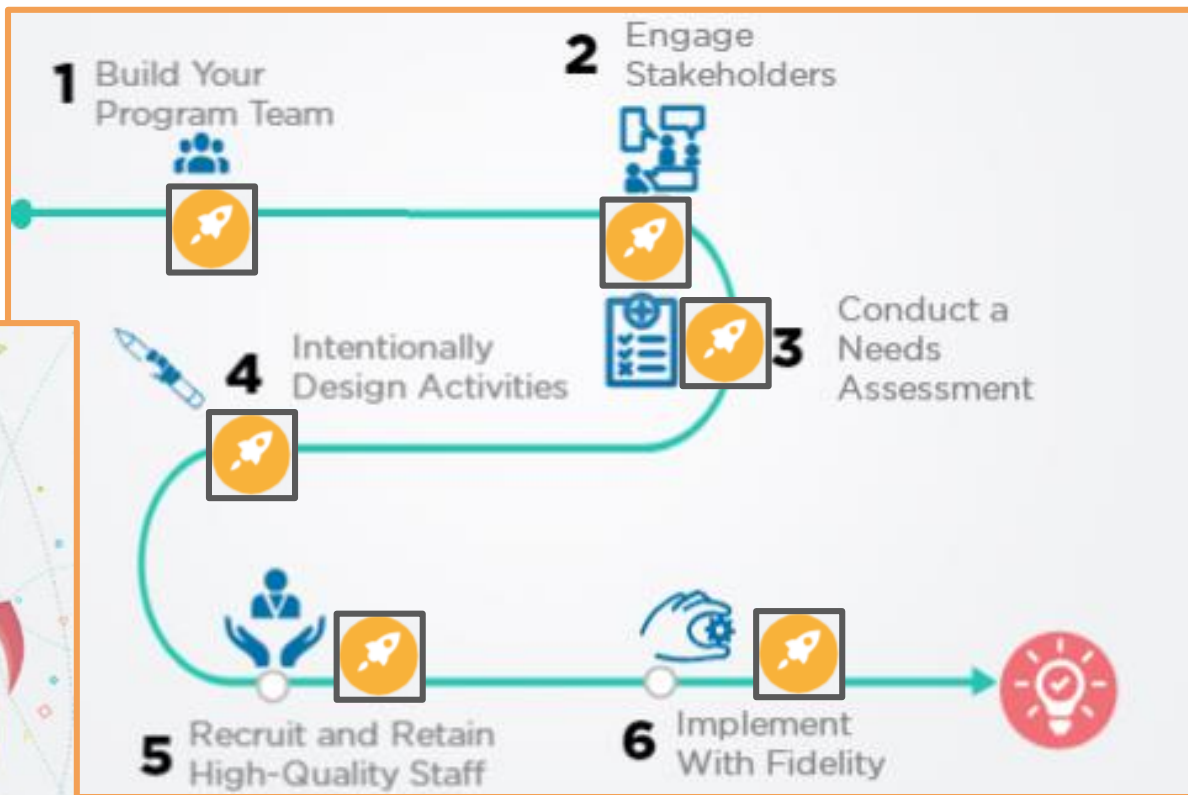
TRAININGS TO GO



- Effective Homework Time
- Incorporating Academic Content in Afterschool



SIX KEY COMPONENTS





6. IMPLEMENTING WITH FIDELITY

Key Component 6: Implement With Fidelity - Improvement

With the four measures in mind — adherence, dosage, engagement and delivery — you can begin to think about how to conduct observations and reviews. **Click on the strategies below** to see practices that will help you monitor fidelity of implementation.





EXPANDED LEARNING TIME





IMPLEMENTING WITH FIDELITY GUIDE



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

- Adherence
- Dosage
- Engagement
- Delivery



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

Mindfully implementing with fidelity enables you to evaluate each component of your activity, and adapt and adjust instruction based on student response. Implementing with fidelity also helps to rate that the outcomes that the outcomes below are the areas that will help.

ing approach, do
age and skills as
et?

Dosage

Definition:
How often a student attends an activity designed to have an impact. This looks at the frequency or the number of times they attend and how long they participate in each session.

Example:
If you've designed your activity to meet twice weekly for 60 minutes each session, you'll measure whether that is the actual dosage students get.

Engagement

Definition:
Students actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions are a few ways to describe "engagement."

Example:
Students work cooperatively, address the problem and brainstorm solutions. The students are not preoccupied with something else or seem bored.

Delivery

Definition:
Refers to how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, or differentiating the learning?

Example:
The facilitator poses guiding questions to help students advance their learning, uses different teaching techniques such as scaffolding, and delivers content through blended learning opportunities.



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TOOLS

- Job Descriptions
- Professional Development Planner
- Implementing with Fidelity Guide
- Assessing Alignment Efforts



You for Youth | Continuous Education Through 21st CCLC Activities

1

Assessing Alignment Efforts


Use these checklists to assess areas that are strong, emerging or need work. Involve the program planning team, staff and school personnel in this process, and ask what they see as goals and challenges. Once you complete the checklists, select a few areas in the “needs work” category on which to focus.



OBJECTIVES

- Explain the intentional activity design process
- Understand strategies for recruiting and retaining high-quality staff
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 HOME

GET STARTED ▾

LEARN ▾

TECHNICAL ASSISTANCE

RESOURCES ▾

STEM INITIATIVES ▾



Search

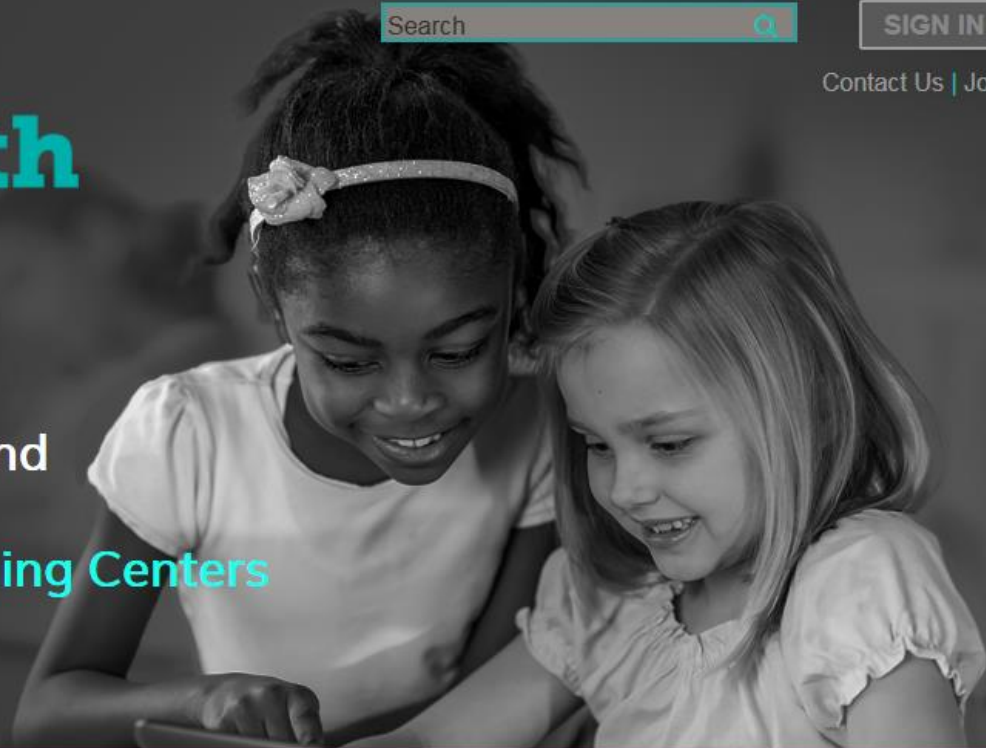


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Go to the [Virtual Institute Page on Y4Y](#),

BE SURE TO LOG IN...

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- Links to Y4Y Resources
- Discussion Board
 - Live interaction for the next half hour

NEXT TIME...

Topic: Investing in Family Engagement

August 29, 2018 at 1:00pm Eastern